

2021 Annual Report

Minnamurra Public School



4498

Introduction

The Annual Report for 2021 is provided to the community of Minnamurra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Minnamurra Public School we believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone belongs and feels valued. The school community works together to build a culture of high expectations for staff and students, with opportunities for every person to learn and improve every year. Our vision is for students and their families to be highly engaged in the learning process, as we nurture the critical and creative thinking skills needed for the future.

School context

Minnamurra Public School, enrolment of 455 students, sits in a beautiful coastal environment near the Minnamurra River. The school community acknowledges the traditional owners of this land and promotes connections to Country for the 26 indigenous students.

The school is committed to delivering quality, data-informed learning programs, based on current research. Regular opportunities are provided for students to develop and demonstrate their talents and interests in all areas, including STEM, sport and creative arts. Differentiated learning occurs in classes throughout the school to cater for individual learning needs, with specialist programs for High Potential and Gifted students integrated into the school timetable. In addition to 18 mainstream classes, the school also has an Autism Support class and is committed to providing an inclusive, positive learning environment. Positive Behaviour for Learning is currently being implemented, with students encouraged to be responsible, be respectful and be their best. Additional wellbeing programs are also a feature of the school, developing emotional literacy skills for all students.

The school is closely aligned to the Kiama Community of Schools, working collaboratively on areas such as mental health and Aboriginal Education. An active and committed P&C Association supports the school in achieving a shared vision for the future.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning progress and achievement in reading and numeracy, we will embed school-wide evaluative processes to ensure the most effective explicit teaching methods are used to cater for the needs and abilities of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$12,000.00

QTSS release: \$80,164.00

Low level adjustment for disability: \$78,483.00

Literacy and numeracy intervention: \$44,000.00

Summary of progress

Evidence of Activity

As part of this direction, many successful projects were implemented at Minnamurra Public School across the two initiatives: Reading and Numeracy throughout 2021. These initiatives included Instructional Leadership, COVID Intensive program and Learning and Support. Teachers participated in and collaborated as part of various high-impact professional learning sessions including Wollongong Literacy Leaders and Data Informed Practice. The implementation of regular data entry and data conversations were embedded as school-wide practice to inform quality teaching and learning for reading and numeracy across K-6. High Potential and Gifted Education was a focus area, guided by professional learning and the successful implementation of the High Potential and Gifted Education Policy within the school. HPGE programs such as STEM and reading acceleration were offered by an expert teacher for identified students and were a positive and impactful school program.

Evidence of Process Quality

Time allocated to professional learning and collaboration between stage teams and whole school was an enabler for the successful implementation of this strategic direction. Our Instructional Leader enabled the success of programs allowing ongoing reflection within these initiatives. The disruption of home learning and the inability to collaborate face-to-face with external curriculum leaders became challenging within the implementation of this initiative. The difficulty of regularly and consistently tracking student growth and attainment throughout this period made it challenging for teachers to meet through out the year for collaborative conversations around student learning needs.

Evidence of Impact

Staff have a shared understanding of effective teaching strategies to meet our High Potential and Gifted students. There are now improved practices to identify and differentiate learning for students with high or exceptional learning needs. Staff surveys both pre and post about the successes of targeted professional learning show a shift in teacher thinking so that teachers are more confident to use data to inform their practice. The ongoing collection of evidence, data entry and regular data conversation reflect this shift in thinking and a focus on student growth and attainment at all levels of learning. PLAN Data for students on the learning support and COVID Intensive Learning and Support program show positive shifts in student understanding, achievement and skills.

Implications for the Next Phase

The updated progress measures will drive further goal setting for this direction. Current student data and teacher surveys will be used at the evidence base to underpin what programs will support the further achievement towards set goals and measures. Data used throughout 2021 will be further explored and tracked throughout the 2022-2025 Strategic Improvement Plan to consistently track impact and plan for future directions.

Next Steps

- Develop, document and embed a school-wide, explicit and evidence-based teaching model that provides clear and consistent teaching and learning in reading and numeracy.
- Develop and embed systems and processes of assessment to ensure that tools and strategies are aligned to the curriculum and inform teachers' planning for instruction.
- Design and deliver high-impact professional learning for staff that engages them in the formal analysis of current systems, school and classroom growth and attainment data to tailor and modify instruction to students' strengths, needs and prior learning across the full range of abilities.
- Develop teacher capacity in the use of formative assessment including the use of challenging and visible learning goals in order to ensure students are active participants in the learning process.
- Design classroom environments and programs that support future-focused learning, including collaborative learning, critical and creative thinking and the integration of technology.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students in Year 3 and 5 achieving growth in NAPLAN Numeracy and Reading to reach the system-negotiated lower bound target of 50.8% (uplift of 2%) in numeracy and baseline of 56.89% (uplift of 4.97%) in reading.	The percentage of students achieving expected growth in reading and numeracy is tracking towards meeting our progress measures however with continued focus in differentiating our learning programs to meet all students needs we are confident we will meet our system negotiated target at the end of 2022.
Increase the percentage of students in Year 3 and 5 achieving in the top 2 bands of NAPLAN Numeracy and Reading to maintain the system-negotiated lower bound target of 40.9% in numeracy and reach the system-negotiated upper bound target of 52.1% (uplift of 1.58%) in reading.	Data indicates 53.1% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 40.91% of students are in the top two skill bands with further professional learning required to support teachers to differentiate our numeracy programs for our top two bands. The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading and numeracy are progressing towards the lower-bound system negotiated targets.
<p>Element: Curriculum Validated at 'Delivering'. Focus themes: Teaching and Learning Programs and Differentiation.</p> <p>Element: Assessment Validated at 'Delivering'. Focus themes: Formative Assessment, Student Engagement and Whole-School Monitoring of Student Learning.</p>	<p>The school was externally validated against the School Excellence Framework at Sustaining and Growing in the element of 'Curriculum'. In the themes of 'Curriculum Provision' and 'Differentiation' the school was validated at Sustaining and Growing.</p> <p>The school was externally validated against the School Excellence Framework at Sustaining and Growing in the element of 'Assessment' (themes of 'Whole School Monitoring of Student Learning' and 'Summative Assessment'. The external validation process will determine our next steps in the 2022 - 2025 Strategic Improvement Plan.</p>
<p>Element: Data Skills and Use Validated at 'Delivering'. Focus themes: Data Analysis and Data Use in Teaching.</p> <p>Element: Learning and Development Validated at 'Delivering'. Focus themes: Explicit Teaching and Feedback.</p>	<p>The school was externally validated against the School Excellence Framework at Delivering in the element of 'Data Skills and Use' (across all themes).</p> <p>The school was externally validated against the School Excellence Framework at Sustaining and Growing in the element of 'Learning and Development' and across three themes.</p>

Strategic Direction 2: Everyone belongs, connects and thrives

Purpose

In order for all of our students, staff and community to develop a sense of belonging and connection to Minnamurra Public School, we will implement a planned approach to whole-school practices and processes that ensure high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Wellbeing Systems
- Community Connections

Resources allocated to this strategic direction

Professional learning: \$6,325.00

Aboriginal background: \$21,215.00

Location: \$550.00

Summary of progress

Evidence of Activity

As part of this direction, many successful projects were implemented at Minnamurra Public School across the two initiatives: School Wellbeing Systems and Community Connections throughout 2021. These initiatives included: attendance, Aboriginal Education, Positive Behaviour for Learning (PBL) and various other social-emotional learning programs and processes. Teachers engaged in professional learning sessions and regular professional discussions regarding strategies to improve attendance. The school implemented a new Attendance Policy and Attendance Action Plan in consultation with the Home School Liaison Officer (HSLO), school Wellbeing Team and staff and introduced 'Positive Attendance Awards' inline with the progress measure and school goal for attendance. The Zones of Regulation program was implemented from K-6 and led by an expert staff member. This program has been included as part of the PDHPE scope and sequence for all stages of learning and is an ongoing program within the school. Staff attended PL on the Wellbeing Framework and Safe Minds initiative. Aboriginal Education was a focus area of this direction and through the employment of an Aboriginal SLSO and a dedicated Aboriginal Education Team, First Nations students were supported through cultural days, weekly in class support, cultural experiences such as mural painting and the development of a personalised school Acknowledgement of Country. School wide communication guidelines were established, streamlined and shared to support positive communication between students, staff and the community. Positive Behaviour for Learning was another successful program that was continued and improved throughout 2021.

Evidence of Process Quality

Regular ongoing reflection and time allocated to professional learning and resource building supported staff to successfully implement programs in this strategic direction. The dedication of various school teams including the Wellbeing Team, PBL Team and Aboriginal Team was another enabler to the success of programs initiated.

Evidence of Impact

The changes evident as a direct result of this initiative include the successful implementation of the Attendance Procedures and consistency of tracking attendance within the school. Attendance data shows positive trends in improved student attendance. Programs such as Zones of Regulation, Safe Minds and PBL were implemented to contribute to a positive sense of belonging for students however, this remains an ongoing focus area for next year and in the future. The focus on Cultural Connections resulted in a positive sense of belonging specifically for First Nations students. Our focus to improve teachers understanding of the importance of Cultural Connections was evident in teacher survey results and improved programs and practices within the whole school. Updated communication processes were successfully implemented and shared with students, staff and the wider community. Positive feedback from all parties reflected the success of these processes.

Implications for the Next Phase

The updated progress measures including Tell Them From Me data, Wellbeing school data and surveys will drive further goal setting for this direction. Current student data and teacher surveys will be used as the evidence base to underpin what programs will support the further achievement towards set goals and measures. Data used throughout 2021 will be further explored and tracked throughout the 2022-2025 Strategic Improvement Plan to consistently track impact and plan for future directions.

Next Steps

- Aligning whole school wellbeing processes with the DoE Wellbeing Framework.
- Building staff capacity in the use of effective evidence-based wellbeing strategies, through staff professional learning on evidence-based practices to support student wellbeing.
- Embedding whole school systems for collecting and analysing wellbeing data in order to identify student needs and evaluate impact.
- Strengthening cultural connections by embedding Aboriginal Education programs and building connections with our local Aboriginal community.
- Providing engaging learning experiences so that students are attending school regularly.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be trending upwards towards the lower bound system negotiated target.	The number of students attending greater than 90% of the time currently sits at 78.44% indicating further progress is required to achieve this system negotiated target.
Increase the percentage of TTFM Wellbeing data (advocacy, belonging, expectations) to be trending upwards towards the lower bound negotiated target.	79.55% of students indicate a positive sense of wellbeing (Expectations for Success (90.12%), Advocacy (80.75%), and Sense of Belonging at School (67.7%) demonstrating progress however we will need to strengthen our wellbeing practices so that students' sense of belonging increases throughout 2022.
A Planned Approach to Wellbeing Self-assess with some evidence of sustaining and growing across some themes.	The school was externally validated against the School Excellence framework for the theme of 'A Planned Approach to Wellbeing' at Sustaining and Growing. In the overall element of 'Wellbeing' the school was validated at Delivering.
Management Practices and Processes Self-assess with some evidence of sustaining and growing across some themes.	The school was externally validated against the School Excellence framework for the element 'Management Practices and Processes' at Delivering. In the theme of 'Community Satisfaction' the school was validated at Sustaining and Growing. Emerging evidence of Sustaining and Growing was evident for all themes.

Strategic Direction 3: Continuous improvement and inquiry

Purpose

In order to build a culture of continuous improvement and inquiry, we will embed reflective practices for staff and students, fostering educational aspiration throughout the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and Reflective Practice
- High Expectations Learning Culture

Resources allocated to this strategic direction

Beginning teacher support: \$4,400.00

Location: \$3,510.00

Professional learning: \$19,800.00

Summary of progress

Evidence of Activity

As part of this direction, many successful projects were implemented at Minnamurra Public School across the two initiatives: Collaborative and Reflective Practice and a High Expectations Learning Culture. This included focus areas of collaboration, play-based learning, spirals of inquiry, critical and creative thinking and digital devices. Teachers engaged in high-impact professional learning sessions and regular professional discussions regarding play-based learning and critical and creative thinking from K-6 and across the curriculum. The school invested in technology support and a range of digital devices to support inquiry-based teaching and learning. The focus on continuous improvement and inquiry was successful in supporting students and staff to reflect on their personal goals throughout the year.

Evidence of Process Quality

Time allocated to professional learning, collaboration and reflective processes at all levels (whole school, stage team and individual) supported staff to have high expectations for learning and work collaboratively together.

Evidence of Impact

Through our professional learning focus and staff collaboration, play based learning has been implemented in K-2 classrooms. This remains an ongoing focus area for 2022. Teacher observations, student data and program reflections emphasise the success of this program. In 3-6, embedding critical and creative thinking and ICT into class programs has been a success of this initiative. Ongoing assessment, data collection and reflection will need to continue into 2022.

Implications for the Next Phase

The updated progress measures including SEFs reflections, TTFM engagement data, staff surveys and PDPs will drive further goal setting in our 2022 - 2025 Strategic Improvement Plan. Current student data along with teacher surveys will be used as our evidence base to underpin what programs will support further achievement towards set goals and measures. Data used throughout 2021 will be further explored and tracked throughout the 2022-2025 Strategic Improvement Plan to consistently track impact and plan for future directions to drive continuous improvement for every student and every staff member every year.

Next Steps

- Establish communication networks within and outside the school through a documented and consistent whole-school approach.
- Embed practices and processes that support parents and families to authentically connect and engage in the life of the school to deliver the best outcomes for their children.
- Structure processes and school and classroom leadership capabilities through identifying and solving problems of practice as part of an ongoing cycle of improvement.
- Sequence inquiry-based professional learning that builds capacity, informs instructional practice and contributes to a culture of learning for teachers and students.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice.

- Provide the conditions for teaching teams (time, structures, support, partnership with Instructional Leader) that enable them to work together to analyse and evaluate teacher effectiveness and modify programs to meet students' needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Educational Leadership -Validated at Sustaining and Growing	The school was externally validated against the School Excellence Framework at Sustaining and Growing in the element of 'Educational Leadership' (in the themes of 'Community Engagement' and 'Instructional Leadership').
Teaching Learning and Development -Validated at Delivering.	The school was externally validated against the School Excellence Framework at Sustaining and Growing in the element of 'Learning and Development' across three themes.
Learning Learning Culture - In the theme High Expectations, validated at Delivering.	The school was externally validated against the School Excellence Framework at Delivering in the element of 'Educational Leadership'. In the theme of 'Transitions and Continuity of Learning' the school was validated at Sustaining and Growing. In the theme of 'High Expectations' the school was validated at Delivering with some evidence of Sustaining and Growing evident.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$325,638.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minnamurra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$26,190.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minnamurra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support transition to school for Kindergarten in Term 1 and 4. <p>The allocation of this funding has resulted in: a positive impact demonstrated by an uplift towards our attendance and PLAN2 progressions best start targets for identified students. The additional support provided greater opportunities to identified students starting school. This has had a measurable impact on student engagement, connection and success starting school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage SLSOs to provide additional support for our identified students when transitioning to school. Next year, SLSOs will form an integral part of the transition to school program to then further support identified students.</p>
<p>Aboriginal background</p> <p>\$21,215.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minnamurra Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$21,215.00</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: increase (over 90%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated positive sense of belonging for First Nations students who feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be working with the school Aboriginal Education team, community and families to provide personalised support to Aboriginal students through the PLP process.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minnamurra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: In-classroom support for identified EAL/D students to develop English proficiency skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support EAL/D students to achieve their individual goals through IEPs in 2022 and onwards.</p>
<p>Low level adjustment for disability</p> <p>\$110,916.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Minnamurra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$110,916.05</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: improved student achievement in Reading through interventionist teacher support providing small group, targeted lessons at a minimum of three times per week.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing support provided by specialist teachers through in-school learning and support referral procedures and ongoing data analysis.</p>
<p>Location</p> <p>\$4,060.00</p>	<p>The location funding allocation is provided to Minnamurra Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Connections • High Expectations Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: updated school website and improved and updated school communication procedures.</p> <p>After evaluation, the next steps to support our students with this funding will be: evaluate and monitor the effectiveness of current website and maintain and update regularly to keep community informed.</p>
<p>Literacy and numeracy</p> <p>\$12,794.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Minnamurra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: staff professional learning for reading and numeracy across K-6 through the release of an expert teacher/Instructional Leader.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue and align intervention and professional learning based on the needs of students, staff and the school's direction.</p>
<p>QTSS release</p> <p>\$80,164.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minnamurra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$80,164.00</p>	<ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of quality, differentiated learning experiences • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: successful implementation of initiatives and attendance at professional learning through the employment of the Instructional Leader across Reading and Numeracy, K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of Instructional Leader to implement programs and professional learning based on identified school need.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Minnamurra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • classroom teacher release from face-to-face for collaborative learning, planning and consistent-teacher judgement meetings <p>The allocation of this funding has resulted in: authentic collaboration between school teams and quality discussions and opportunities for consistent-teacher judgement as well as opportunities to collaboratively plan and engage in needs-based professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementation of professional learning, discussions and class programs co-constructed within this release time.</p>
<p>COVID ILSP</p> <p>\$76,104.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - understanding texts and Quantifying number and additive strategies • providing intensive small group tuition for identified students who were achieving below stage outcomes <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$76,104.00</p>	<ul style="list-style-type: none"> * the majority of students in the program achieving significant improvement toward their personal learning goals * K-2, 100% of students improving their sound and spelling knowledge, 50% of students have been placed in the middle and upper bands determined by the Sound Waves assessment. In reading, 50% of students have increased their reading levels by five or more, 36% increased their reading level by three or four levels and 14% students by two levels. * During the Learning from Home period, students in K-2 were provided with reading packs with related activities for students to complete. Phone contact was made with families to check progress and assist parents with work. * Years 3-5, 100% of students improved their sound and spelling knowledge. 63% improved by 1-10 words, 32% improved by 11-20 words and 5% improved by 20 words or more, as determined by the Sound Waves assessment data. In reading, 16% of students have increased their reading levels by two to three levels, 79% of students have increased their reading levels by four to five levels, and 5% of students increased their reading levels by six levels. * During the Learning from Home period, Stage 2 COVID ILSP students were supported by explicit reading and spelling sessions online, three times a week. Students were given independent activities to complete related to the online lessons. Class teachers were regularly consulted regarding the progress of each student and lessons were adjusted accordingly. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * providing all 2021 Kindergarten - Year 2 COVID ILSP participants additional support in Term 1, 2022, particularly in the areas of writing and inferential and evaluative reading skills. * providing 2021 COVID ILSP students in Year 3-6 with additional support in Term 1.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	206	200	211	235
Girls	202	199	206	220

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	95.4	96.8	94.7
1	94	94.6	95.1	94.9
2	95.3	90.7	94.6	93.5
3	93.9	93.5	94.8	93.5
4	93	93.7	95.5	93
5	93	92.5	94.7	92.3
6	91.8	92.9	94.5	91.1
All Years	93.6	93.3	95.2	93.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	18.36
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.24

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	548,411
Revenue	4,520,566
Appropriation	4,368,010
Sale of Goods and Services	7,541
Grants and contributions	144,764
Investment income	252
Expenses	-4,653,734
Employee related	-4,051,358
Operating expenses	-602,377
Surplus / deficit for the year	-133,168
Closing Balance	415,244

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	325,638
Equity Total	164,116
Equity - Aboriginal	24,610
Equity - Socio-economic	26,190
Equity - Language	2,400
Equity - Disability	110,916
Base Total	3,348,926
Base - Per Capita	104,282
Base - Location	4,060
Base - Other	3,240,585
Other Total	353,435
Grand Total	4,192,115

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021, the school participated in the Tell Them From Me (TTFM) Student (Years 4-6), Parent (optional) and Staff surveys conducted by the Centre for Education Statistics and Evaluation (CESE) in both March 2021 and November 2021.

Parent Survey: This year, limited parents completed the survey (19 compared to 177 in 2020) so data was limited. Data from the 19 parents that completed the survey showed the areas of 'Parents Feel Welcome', 'Parents are Informed', 'School Supports Learning' and 'Safety at School' to be trending slightly downwards from previous years. The number of parents that have visited the school or met with a teacher was greatly reduced (likely due to the COVID-19 interruptions). The sample size of 19 parents out of our enrolment of >450 is very small.

Student Survey: The student TTFM survey was completed twice in 2021 by students from Years 4 - 6. Following this 6 month period, there was some interesting changes in student data. Particularly, an uplift in the school results for 'Advocacy at School' to rise above the NSW Government Norm. Other positive results trending upwards towards the NSW Government Norm included 'Positive Teacher-Student Relationships' and 'Expectations for Success'. Students showed high aspirations for 'University', 'Culture' and 'Pride' across the three year groups.

Teacher Survey: Results from the 2021 Teacher Tell Them From Me survey are consistent with previous years with some minor change. Areas including 'Learning Culture', 'Teaching Strategies', 'Parent Involvement', 'Inclusive School' and 'Leadership' are all identified areas of strength that scored above the NSW Govt. Norm. An area that is currently trending downwards from 2020 - 2021 is 'Collaboration'. An area that is trending upwards is 'Technology'. Teachers identified that they valued and saw great benefit in collaborative learning days and expressed that they would like them to continue within the open-ended responses. Responses including information regarding consistent teacher judgement, shared work load, opportunities to learn from each other, professional development and improved assessment practices across stages.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.